

The Effectiveness of a Six-Dimensional Strategy in Developing the Skills of Analyzing the Historical Event among Secondary School Students

Dr. Abeer Mousa Emran

Omranabeer12@gmail.com

Abstract: The study aimed to identify the effectiveness of a six-dimensional strategy in developing the skills of analyzing the historical event among secondary school students. The study subjects were intentionally selected from Dar Al-Salam School affiliated to the Marka District Education Directorate in the capital, Amman, during the academic year (2021/2022). The study members were randomly distributed to an experimental group and a control group, with (22) female students in each group. The study tool was prepared, which is: a test in the skills of analyzing the historical event. The researcher verified the validity and reliability of the test. The results showed that there were statistically significant differences between the average scores of female students of the study sample for the control and experimental groups on the test of the skills of analyzing the historical event in the post-measurement and in favor of the experimental group, which indicates the effectiveness A six-dimensional strategy in developing the skills of analyzing the historical event among secondary school students. In the light of the results, the study recommended the need to employ a six-dimensional strategy in the subject of teaching history for the secondary stage.

Keywords: six-dimensional strategy, historical event analysis skills, secondary school.

The introduction

Proceeding from the role that the historical event plays in changing the policy approach of the countries of the world, as history is the record that preserves the civilizations of peoples, and records their victories and defeats, in order to take advantage of the defeats that peoples went through so that states do not suffer them again, hence the importance of studying history. Comprehensive for all its dimensions, as humanity is in dire need to know life from the past, and this represents the greatest role in building human civilization, and what this requires in writing down events and analyzing them, to search for the circumstances, factors and consequences of the occurrence of those events, so it was necessary to employ skills Which would work to develop the skills of analyzing the historical event of historical events, as the person usually imagines the conditions of the past society and aspects of life in it and the events that passed through it, and this prompts him to evoke in himself some similar mental states, and as a result write down the events and analyze them with what happened in his mind analytically Logically.

One of the things that we should take into consideration when analyzing international events is that there is a dynamic situation related to international relations now. When we want to analyze any event that includes a huge series of decisions, we should know that there are things that cannot be expressed quantitatively. There are psychological and historical characteristics. Religious, cultural and others must be taken into account (Al-Sawani, 2012).

Historical analysis is one of the many forms of understanding and thinking in general, where its importance lies in the fact that it represents one of the educational goals of teaching history, as it works on arranging historical events, interpreting them, understanding the relationships between

them, and understanding their roots in the past and their extension to the present (Ewton, N, 2001).

The use of analysis in teaching history helps to enrich its curricula and teaching methods with stimulating situations for learning and interesting activities for students, which makes it a fertile field for the development of analytical thinking. The skill of thinking and logical decision-making supported by evidence and justifications and distinguishing between secondary and main sources (Armer, 1983 F).

Historical analysis and historical intuition are a motive and incentive to record the history of mankind since ancient times, and this is shown by recording the news of history and writing it down in books. A person believes in the necessity of preserving the heritage of the fathers and grandfathers. Therefore, historical analysis and the historical sense exist before a person reaches writing. Therefore, developing the historical sense and the ability to analyze historical events among the educated is a necessary matter through teaching and learning history. Without strong sense and analysis, history cannot be understood because Both contribute to understanding history, refining the mind, and organizing historical thinking. History studies the past, follows up its events and developments, links them, and interprets them. Then, by interpreting the present in the light of the past, it clarifies future trends and develops research spirit and thinking skills (Hashish, 2013; Ahmed, 2017).

When we talk about the constructivist theory, we find that it focuses on recognizing that everything built by the learner becomes meaningful to him, which prompts him to form his own perspective on learning, with systems and individual experiences. A broader focus It is possible to scrutinize to some degree the projections of this theoretical thought on the design of teaching, and the constructivist theory supports open learning experiences, and we find that it is somewhat close to the cognitive, in some features, including the similarity between the operations of the mind, and constructivism added that it is information processing and not just An organizer of information, and examples of the link between it and the cognitive theory: the theory of ischemia and the relational theory (Al-Adwan and Al-Hawamdeh, 2015).

The teacher needs to develop the strategies that he uses in the educational-learning process, and this is done by adopting the constructivist theory, in which the role of the teacher is a facilitator, facilitator, and organizer of the learning process, and the teacher is the guide for the students to build their knowledge through their interaction with the environment, so that the students are active in it and employ their previous knowledge to realize the meanings of New experiences and new experiences (Salamat, 2012).

Teaching strategies have varied according to the constructivist theory, and among these strategies is a six-dimensional strategy (PDEODE), which was initially proposed by (savandr_kolari) in 2003 AD, and it included the three steps (prediction, observation, and interpretation), and was used for the first time by Kolari and his colleagues in 2003. 2005 in the field of engineering education, and because of the importance of discussion, three steps were added (discussion, then the second discussion and interpretation), and as a result, the six-dimensional strategy became (PDEODE) instead of (poe). This strategy is a way to help students understand the situations of daily life, as it gives an atmosphere that enjoys a diversity of opinions, and it achieves a set of principles of constructivist theory, for learning to occur when the learner faces a problem or a real task that challenges his ideas and encourages him to produce multiple interpretations (Costu, 2008).

It is a six-dimensional strategy (PDEODE) that has been put forward by educational thought recently, and its characters are represented by the following words (prediction, discussion, interpretation, explane, observation, discussion, interpretation, explane), which prepares students to confront a real situation or problem that the teacher seeks to solve through discussion. Observation, interpretation and research, and the role of the student in this strategy is discoverer and seeker of knowledge and responsible for his learning, and the role of the teacher is an organizer and guide to the learning environment, and a participant in the management and

evaluation of learning. It can be said that the six-dimensional strategy (PDEODE) is an important strategy, as it provides an atmosphere supported by discussion and diverse viewpoints, and it is a way to help students understand daily events (Qatami, 2013).

From here came the idea of the study, which aims to demonstrate the effectiveness of a six-dimensional strategy (PDEODE) in developing the skills of analyzing the historical event among secondary school students.

The study Problem:

The problem of the study stems from the clear decline in the level of skills of analyzing the historical event among students in their academic stages, specifically in the secondary stage. Al-Mowajdeh (2009) and the study of Muhammad (2005) found a weakness towards the students' inclination to the subject of history. The skills of analyzing the historical event, so that it was noted that the analysis of the historical event is understood as merely a narrative narration of the past. As for standing on the event and knowing its dimensions, the history teacher and students may not pay attention to it in the first place. Therefore, I also decided to take it as a second dependent variable. It was also noted that students had low thinking skills in general and clairvoyant thinking in particular, including the study of Increases and Awamra (2009), and accordingly this study came with the aim of measuring the effectiveness of a six-dimensional strategy (PDEODE) in developing the skills of analyzing the historical event among female students High school.

Study questions:

The study answered the following question:

1. Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the experimental group students and the mean scores of the control group students in the historical event analysis skills test due to the teaching strategy (six-dimensional strategy, and the usual method)?

The importance of studying

The importance of the study lies in two aspects:

Theoretical importance: The importance of the study stems from the importance of the teaching strategy used, which emanates from the assumptions of the constructivist theory. From the theoretical side, this study provides a theoretical framework related to the six-dimensional strategy (PDEODE) derived from the constructivist theory. It also provides a framework that includes the analysis of the historical event and the skills included in the variable. related to the analysis of the historical event.

Scientific importance: It may benefit researchers who will carry out similar studies, which will serve as a green light for them. The study also helps history teachers to understand the strategy and its importance, which would develop students' ability to analyze the historical event. It may also benefit the authors of school curricula by including this strategy in Courses.

Study limits and determinants

Human Limits: The study was limited to female students in the secondary school section of the scientific branch, as the study members were female students in the eleventh grade (first secondary school).

Spatial limitations: The study was applied to Dar Al-Salam School affiliated to the Marka District Education Directorate in the Capital Governorate.

Temporal limits: The study was implemented in the second semester of the academic year 2021/2022.

Objective limits: The study was limited to examining the effectiveness of the strategy in teaching, and the study included the topics of the fifth unit of the second semester, and its topic

is the Great Arab Revolt. Al-Ajrash (2013), namely: identifying features and characteristics, comparison, order and sequence, prediction, and cause-effect relationships.

Determinants of the study: The generalization of the results of the study is determined in the light of the validity and reliability of the tool used in all its data, and the objectivity of the study respondents' response to it.

Relevant previous studies

Hamza, Raed, and Khalaf (2016) conducted a study aimed at knowing the effect of using the (PDEODE) strategy on achievement and creative thinking among students of the second intermediate grade in chemistry. The study used the experimental approach. The study sample consisted of (77) students, who were divided into two groups. The study tools were an achievement test and a creative thinking test. The study concluded that the students of the experimental group who studied using the (PDEODE) strategy excelled over the students of the control group, who studied in the usual way in the achievement and creative thinking tests.

The study of Ibrahim (2016) aimed at identifying the impact of the six-dimensional strategy (PDEODE) in teaching mathematics on the achievement and development of reflective thinking and their retention among secondary school students with different achievement levels. The researcher used the experimental approach, and the study sample consisted of (172) students in the first grade. The secondary school students were divided into two groups, one of which was experimental (84) students, and the other was a control group (88 students). Contemplative, and the results of the study revealed the survival of the effect of learning using the six dimensions (PDEODE) on the achievement and reflective thinking of the students of the experimental group.

The Judges study (2017) aimed to measure the impact of the six-dimensional strategy (PDEODE) on the achievement of tenth grade female students in mathematics and their attitudes towards mathematics. Of (40) female students who were taught using a six-dimensional strategy, and the second was a control consisting of (40) female students who were taught by the traditional method. The results showed that there were significant differences in the performance of female students in the level of achievement and attitudes towards mathematics.

Kamal's study (2017) aimed to determine the effect of using the six-dimensional strategy (PDEODE) and the writing-for-learning strategy on developing mathematical problem-solving skills, increasing motivation for achievement in mathematics, and maintaining the impact of learning among primary school students. The experimental approach was used, and the research group consisted of an experimental group. And a control group of sixth graders, and the test tool was used so that the mathematical problem-solving skills test and the measure of achievement motivation in mathematics were applied. Mathematics, in addition to the persistence of the effect of learning with regard to the ability to solve mathematical problems, and also the survival of the effect of learning with respect to the improvement in the level of motivation for achievement in mathematics among the students of the experimental group.

The study of Faeq (2020) aimed to know the impact of the (PDEODE) strategy on the acquisition of historical concepts among fourth grade students in the subject of history.) student in the control group, and the results of the research showed that there were statistically significant differences at the level of significance (0.05%) between the average scores of the experimental group students who study history according to the (PDEODE) strategy and the average scores of the control group students who study the same subject in the traditional way in the concept acquisition test history and in favor of the experimental group students.

Study methodology

The current study adopted the semi-experimental approach using the pre-post design for two equal groups, as it is the most appropriate approach for the nature and purpose of this study, as it requires at least two groups, one of which is exposed to the influence of the independent variable and is called the experimental, and the other is not exposed to the influence of the independent

variable and is called the control. In this study, the experimental group was taught Six-dimensional strategy (PDEODE), while the control group studied in the usual way.

Study personnel

The researcher intentionally chose Dar Al-Salam School affiliated to the Directorate of Education of Marka District, due to its ease of access and the cooperation of the administration and the history teacher. While the other one represented the control group, as the number of its members was (22) students who studied in the usual way.

Study tool

In order to achieve the objectives of the study, the study tool was prepared:

Historical event analysis skills test

This test was prepared with reference to relevant theoretical literature and previous studies, such as the study of Al-Falah (2021). The test, in its initial form, consisted of (10) essay questions, with two questions on each of the five historical event analysis skills.

The validity of the test was verified in two ways: virtual validity (the arbitrators' validity) and constructive validity.

To verify the structural validity of the test items, the researcher did the following:

Apply the tool to a survey sample once.

Extracting the sum or average of the respondents on each paragraph alone.

✓ Extracting the total arithmetic mean for all members of the survey sample for all items.

Calculating the Pearson correlation coefficient between each paragraph with the total score of the tool.

The structural validity of the test was verified by calculating the Pearson correlation coefficient between the score of the paragraph with the total score of the test, on the one hand, and with the domain to which the paragraph belongs, and Table (1) shows this

Schedule (1): The values of Pearson correlation coefficients for the historical event analysis skills test items with the total score of the test and with the field to which the item belongs

Paragraph number	field correlation coefficient	Correlation coefficient with the total score
1	.429**	.454**
2	.644**	.459**
3	.637**	.442**
4	.605**	.471**
5	.644**	.451**
6	.394**	.340**
7	.404**	.204**
8	.396**	.321**
9	.367**	.333**
10	.483**	.287**

- ** Correlation coefficient D at the level (0.01)

➤ It is noted from Table (1) that the correlation coefficients of the test paragraphs with the total score and the field were positive and statistically significant, and these values are acceptable for the purposes of the study, which indicates the existence of the constructive validity of the test.

Persistence test of historical event analysis skills

The researcher verified the stability of the tool by applying the tool to a survey sample twice

with a time difference of two weeks, and then extracting the mean for the total score for the two times and calculating the Pearson correlation coefficient for the total score for the two times. – retest)), as the test was applied to a survey sample consisting of (35) female students from outside the study sample with a two-week interval between the two application periods, and the stability coefficient was calculated using the Pearson correlation coefficient, and the internal consistency method was used using the Cronbach alpha equation, and the table (2) shows the results

Table (2): the stability coefficient of testing the skills of historical event analysis

skill	Cronbach Alpha	Pearson coefficient
Skill traits and traits	0.80	0.79
order and sequence	0.77	0.84
Comparison	0.84	0.85
Forecasting	0.85	0.86
Cause and effect	0.81	0.82
total	0.86	0.88

Table (2) shows the stability coefficients for each skill of the historical event analysis test, and the overall stability coefficient Cronbach Alpha and Pearson, which are acceptable stability coefficients.

- The first question: Are there statistically significant differences at the significance level ($\alpha = 0.05$) between the mean scores of the experimental group students and the mean scores of the control group students in the historical event analysis skills test due to the teaching strategy (six-dimensional and regular)?

In order to answer this question, the arithmetic means and standard deviations were calculated for the performance of the two study groups (experimental and control) on the total score of the historical event analysis skills test according to the teaching strategy (six-dimensional and regular), and Table (3) shows this.

Table (3): The arithmetic means and standard deviations of the performance of the two study groups (experimental and control) on the total score of the historical event analysis skills test according to the teaching strategy (six-dimensional and regular) in the pre and post applications.

Post-test application		Pre-test application		The total score for the test	the number	the group
standard deviation	SMA	standard deviation	SMA			
1.96	16.86	1.55	11.86	20	22	Experimental
1.21	13.68	1.84	11.41		22	control
2.28	15.27	1.70	11.64		44	the total

Table (3) indicates that there is an apparent difference between the two arithmetic averages of the performance of the two study groups (experimental and control) on the total score of the post-historical event analysis skills test according to the teaching strategy (six-dimensional and regular), where the arithmetic mean of the experimental group was the highest, reaching (16.86). While the arithmetic average of the control group was (13.68), and to verify that the difference between the two averages has a statistical significance, the accompanying one-way analysis of variance was applied, and Table (4) shows that

Schedule (4): The results of the one-way analysis of variance associated with the difference between the two arithmetic means of the performance of the two study groups (experimental and control) on the total score to test the post-historical event analysis skills according to the teaching strategy (six-dimensional and regular)

Eta squared value	The calculated q value	The calculated q value	mean of squares	degrees of freedom	sum of squares	source of contrast
.034	.237	1.439	3.776	1	3.776	Pre-test application
.491	.000	39.594	103.897	1	103.897	Teaching strategy
			2.624	41	107.588	The error
				43	222.727	averaged total

Table (4) indicates that there is a statistically significant difference between the two arithmetic means of the performance of the two study groups (experimental and control) on the total score of the post-historical event analysis skills test according to the teaching strategy, (six-dimensional and regular), depending on the calculated (q) value of (39.594) with a level of significance equal to (0.000), and to find out in favor of which group the difference was statistically significant, the two averaged arithmetic means of the performance of the two groups of the study (experimental and control) were extracted on the total score to test the skills of post-historical event analysis according to the teaching strategy (six-dimensional and regular), and the table (5) shows that

Schedule (5): Arithmetic means and standard errors of the performance of the two study groups (experimental and control) on the total score of the historical event analysis skills test according to the teaching strategy (six-dimensional and regular) in the post application

standard deviation	SMA	The total score for the test	the number	the group
0.35	16.82	20	22	Experimental
0.35	13.72		22	control

Table (5) indicates that the difference was in favor of the average of the experimental group being the highest, reaching (16.82), while the average of the control group was (13.72), which means that there is an effective six-dimensional strategy (PDEODE) in developing the skills of analyzing the historical event among female students. In the secondary stage, this effectiveness is confirmed by the value of ETA squared, which expresses the size of the impact produced by the strategy, amounting to (0.491), which means that (49.1%) of the resulting discrepancy in the total score of the historical event analysis skills test was due to a six-dimensional strategy (PDEODE) and that (PDEODE) The rest (50.9%) is the result of factors that were not investigated in the current study.

- Arithmetic means and standard deviations were calculated for the performance of the two study groups (experimental and control) on all skills of the historical event analysis test according to the teaching strategy (six-dimensional and regular), and Table (6) shows this.

Schedule (6): Arithmetic means and standard deviations of the performance of the two study groups (experimental and control) on all the skills of the historical event analysis test according to the teaching strategy (six-dimensional and regular) in the pre and post applications.

Post-test application		Pre-test application		The total score for the skill	the number	the group	skills
standard deviation	SMA	standard deviation	SMA				
0.21	3.95	0.66	2.82	4	22	Experimental	Skill traits and traits
0.49	3.64	0.77	2.86		22	control	
0.53	3.23	0.83	2.73	4	22	Experimental	order and sequence
0.51	2.50	0.91	2.82		22	control	
0.95	3.32	0.65	2.32	4	22	Experimental	Comparison
0.59	2.82	0.64	2.14		22	control	
0.38	3.05	0.76	2.00	4	22	Experimental	Forecasting
0.81	2.09	0.70	1.73		22	control	
0.65	3.32	0.79	1.95	4	22	Experimental	Cause and effect
0.49	2.36	0.69	1.77		22	control	

Table (6) indicates that there are apparent differences between the arithmetic averages of the performance of the two study groups (experimental and control) on the skills of the post-historical event analysis test according to the teaching strategy (six-dimensional and regular), where the arithmetic averages of the experimental group were the highest in all skills, (3.95). , 3.23, 3.32, 3.05, 3.32) while the arithmetic means for the control group were the least (3.64, 2.50, 2.82, 2.09, 2.36), and in order to ensure that the differences between the arithmetic means have a statistical significance, the value of the Wix Lambda was extracted and Table (7) Shows results.

Table (7): The Wiles Lambda value of the differences in the performance of the two study groups (experimental and control) on all the skills of the historical event analysis test according to the teaching strategy (six-dimensional and regular) in the post application

significance level	degrees of freedom	test value F	the value	the independent variable
0.000	5.000	12.056	0.345	Teaching strategy

Table (7) indicates the calculated (F) value of (12.056) with a level of significance equal to (0.000), which means that there are statistically significant differences at least in one of the skills of the historical event analysis test according to the teaching strategy (six-dimensional and regular) in the post application, In order to determine the skills in which the differences appeared, the univariate analysis associated with the dependent multivariate was applied, and Table (8) shows the results.

Schedule (8): The results of the univariate analysis of variance associated with the multivariate differences between the arithmetic averages of the performance of the two study groups (experimental and control) on the skills of the post-historical event analysis test according to the teaching strategy (six-dimensional and regular)

Eta squared value	significance level	The calculated q value	mean of squares	degrees of freedom	sum of squares	skills	source of contrast
.029	.301	1.099	.161	1	.161	Skill traits and traits	Skill traits and tribal traits 0.684 lambda value
.060	.132	2.379	.670	1	.670	order and sequence	
.002	.797	.067	.042	1	.042	Comparison	
.024	.350	.896	.364	1	.364	Forecasting	
.124	.028	5.229	1.685	1	1.685	Cause and effect	
.068	.108	2.717	.399	1	.399	Skill traits and traits	Tribal order and sequence The lambda value is 0.786
.020	.388	.762	.215	1	.215	order and sequence	
.002	.774	.083	.051	1	.051	Comparison	
.051	.169	1.969	.800	1	.800	Forecasting	
.006	.647	.214	.069	1	.069	Cause and effect	
.056	.147	2.193	.322	1	.322	Skill traits and traits	tribal comparison on Lambda value is 0.888
.001	.851	.036	.010	1	.010	order and sequence	
.030	.289	1.158	.714	1	.714	Comparison	
.007	.608	.267	.109	1	.109	Forecasting	
.008	.578	.316	.102	1	.102	Cause and effect	
.027	.321	1.013	.149	1	.149	Skill traits and traits	Tribal prediction Lambda value is 0.835
.023	.358	.866	.244	1	.244	order and sequence	
.073	.096	2.926	1.805	1	1.805	Comparison	
.032	.279	1.206	.490	1	.490	Forecasting	
.021	.374	.809	.261	1	.261	Cause and effect	
.001	.852	.035	.005	1	.005	Skill traits and traits	Tribal cause and effect Lambda value is 0.913
.024	.350	.894	.252	1	.252	order and sequence	
.063	.124	2.474	1.526	1	1.526	Comparison	
.000	.937	.006	.003	1	.003	Forecasting	
.029	.297	1.119	.361	1	.361	Cause and effect	
.175	.008	7.839	1.151	1	1.151	Skill traits and traits	Teaching strategy Lambda value is
.351	.000	19.996	5.636	1	5.636	order and sequence	

.073	.096	2.925	1.804	1	1.804	Comparison	0.354
.359	.000	20.693	8.411	1	8.411	Forecasting	
.455	.000	30.921	9.965	1	9.965	Cause and effect	
			.147	37	5.433	Skill traits and traits	The error
			.282	37	10.428	order and sequence	
			.617	37	22.818	Comparison	
			.406	37	15.039	Forecasting	
			.322	37	11.925	Cause and effect	
				43	7.159	Skill traits and traits	averaged total
				43	17.182	order and sequence	
				43	28.795	Comparison	
				43	26.795	Forecasting	
				43	23.886	Cause and effect	

Table (8) indicates that there are statistically significant differences between the arithmetic averages of the performance of the two study groups (experimental and control) on most of the skills of the post-historical event analysis test according to the teaching strategy (six-dimensional and regular), depending on the calculated (q) values of (30.921). - 7.839) with a level of significance equal to (0.000-0.008), with the exception of the comparison skill in which no differences appeared depending on the calculated (q) value of (2.925) with a level of significance equal to (0.096), which is a statistically insignificant value.

- In order to find out in favor of which group the difference was statistically significant in the skills in which a difference appeared, the two averaged arithmetic means of the performance of the two study groups (experimental and control) were extracted in those skills, and Table (9) shows the results

Schedule (9): Arithmetic means and standard errors of the performance of the two study groups (experimental and control) on the total score of the historical event analysis skills test according to the teaching strategy (six-dimensional and regular) in the post application

standard error	SMA	The total score for the skill	the number	the group	skills
0.08	3.96	4	22	Experimental	Skill traits and traits
0.08	3.63		22	control	
0.12	3.23	4	22	Experimental	order and sequence
0.12	2.49		22	control	
0.14	3.02	4	22	Experimental	Forecasting
0.14	2.12		22	control	
0.12	3.33	4	22	Experimental	Cause and effect
0.12	2.35		22	control	

Table (9) indicates that the difference was in favor of the adjusted arithmetic means of the experimental group being the highest for the four skills (3.96, 3.23, 3.02, 3.33), while the adjusted arithmetic means of the control group were (3.63, 2.49, 2.12, 2.35), which means There is an effectiveness of a six-dimensional strategy (PDEODE) in developing the skills of analyzing the historical event among secondary school students. (0.359) for the skill of prediction and (0.455) for the skill of cause and effect, and these values express the percentages of variation resulting in the skills of analyzing the historical event was due to a six-dimensional strategy (PDEODE), and that the remaining percentages are the result of factors that were not investigated in the current study.

The reason for the superiority of the experimental group that was studied using a six-dimensional strategy may be due to the fact that the student in this strategy became more effective, and developed in the language of dialogue as a result of the discussion, which enabled her to diversify the solutions to the problem or situation in the discussion and dialogue. This may also be attributed to the fact that this strategy took the role of encouraging challenge, guiding discussions, verifying the accuracy of observation, and the arrival of clear historical concepts to students, all of which encouraged interpretation and analysis.

Perhaps the vital role of the student in a six-dimensional strategy is what made her able to analyze events, and that role was demonstrated by analyzing the questions posed by the teacher, discussing with colleagues, and making comparisons between ideas and events.

Perhaps there are other reasons for the superiority of the strategy due to the educational attitudes created by the teacher based on serious participation in the lesson, and the enthusiasm for the success of teaching with this strategy. Moreover, the student and the teacher together found a new trend in this strategy, and modern trends in teaching push students in particular to Interaction with it, which reflected positively on developing the skills of analyzing the historical event.

This result can also be attributed to the fact that the historical events that were dealt with are of the type of events that require analysis, which in turn requires raising questions of the type of analytical questions, as this increases the student's attention to the events presented, and focus on the idea of active learning, and confirm the principle of self-learning, And the revitalization of previous knowledge, and the excitement of curiosity, all of which require analysis and interpretation.

Finally, the students found a suitable opportunity in this strategy to present their ideas in an enjoyable, bold and courageous way that removed anxiety and hesitation, and as a result, active participation in the analysis process.

By comparing the results of the current study with the results of previous studies, it appears that the current results agreed with the results of Ahmed's study (2021), which found a statistically significant effect of the allosteric learning model in developing historical analysis skills.

Statistically significant differences also appeared on each dimension of the analysis of the historical event, which are: features and characteristics, arrangement and sequence, comparison, prediction, cause and effect, and the reasons for mentioning them can be the same as those mentioned in discussing the skills of analyzing the historical event in general. This is because the six-dimensional strategic steps of: prediction, discussion, interpretation, and observation work on developing the ability to distinguish and analyze features and characteristics, and the need for arrangement and sequence for a special analysis process, so that arrangement and sequence take their correct path, as well as comparison that can only take place with the influence of the interpretation process. And a discussion about the things that are being compared, as well as prediction, which is the first step of the strategy steps, and then the steps of the strategy inevitably include causes and results.

References

1. Ibrahim, Ahmed Ali (2016). The effect of using the six-dimensional strategy (PDEODE) in teaching mathematics on achievement, development of reflective thinking and retention of secondary school students with different levels of achievement. *Mathematics Education Journal*, Volume (19), Issue (1).
2. Ahmed, Sarah Abdel Sattar Al-Sawy (2021). The effectiveness of an all-encompassing learning model in developing historical analysis skills and self-efficacy among secondary school students. *Sohag University, Faculty of Education, Educational Journal*.
3. Ahmed, Syed Ibrahim Dawood Safi Al-Din (2017). The effectiveness of a program based on the environmental approach to develop awareness of national security and some future thinking skills through teaching history among middle school students. Unpublished PhD thesis, Beni Suef University
4. Al-Jazzar, Othman (2004). The effectiveness of teaching a proposed unit from the history curriculum based on historical processes and situations (Craider's collaborative and mastery strategy and Bayer's investigative model) in developing achievement and historical thinking skills of secondary school students. *Egypt: Journal of the Educational Association for Social Studies*.
5. Hashish, Iman Ragab Attia (2013). The impact of a program based on multimedia in teaching history on developing the historical sense of middle school students. Unpublished master's thesis, Faculty of Education, Menoufia University.
6. Khreisheh, Ali (2004). Historical thinking skills in history books for the secondary stage. *United Arab Emirates University, College of Education Journal*.
7. Khader, Fakhry Rashid (2006). *Methods of teaching social studies*. Amman: Dar Al Masirah for publication and distribution
8. Al-Dulaimi, Sinan Mahmoud Nuqul (2017). The degree of practice of history teachers in the primary and secondary stages in Mafraq Governorate of the skills of teaching history. Unpublished master's thesis, College of Educational Sciences, Al al-Bayt University, Mafraq.
9. Daham, Aref Eid Annan (2018). The effect of mind mapping strategy on developing reflective thinking skills in history among ninth grade students. *Jordan Educational Journal, Jordanian Society for Educational Sciences*.
10. Salamat, Muhammad Khair (2012). The effectiveness of the (PDEODE) strategy for upper basic stage students in their achievement of physical concepts and their scientific thinking. *Palestine: An-Najah University Journal for Humanities*.
11. Al-Zayadat, Maher, and Al-Awamra, Muhammad (2009). The extent to which history teachers in the Salt Education Directorate possess critical thinking skills. *Al Manara Magazine*, Volume 15, Issue 3,181_202.
12. Saadeh, Jawdat Ahmed; Ibrahim, Abdullah Muhammad (2004). *Contemporary school curriculum*, Amman, Dar Al-Fikr.
13. Salamat, Muhammad Khair (2012). The effectiveness of the (PDEODE) strategy for upper basic stage students in their achievement of physical concepts and their scientific thinking. *Palestine: An-Najah University Journal for Humanities*.
14. Suleiman, Tahani Muhammad (2015). Using the six-dimensional strategy (PDEODE) to develop deductive thinking and achievement in science for middle school students. *Egypt: Scientific Education Journal*.
15. Suleiman, Jamal (2015). The effectiveness of a teaching program according to Smith's strategy for developing historical thinking skills, an experimental study on a sample of first

- grade secondary students in the city of Lattakia. Tishreen University Journal for Research and Scientific Studies, Arts and Humanities Series, p. (5) 229_248.
16. Al-Sharif, Badria Bint Masoud Nasser Al-Abdali (2012). The effectiveness of using the six-dimensional strategy in developing meta-cognitive thinking skills and academic achievement in social and national studies for second grade female students in the city of Makkah Al-Mukarramah. Arab Educators Association.
 17. Al-Sawani, Yusuf Muhammad Juma (2012). Event analysis studies in international relations. Unpublished PhD thesis. Arab Journal of Political Science.
 18. Al-Ajrash, Haider Hatem Faleh (2013). Contemporary strategies and methods in teaching history. Amman, Dar Al-Radwan for publication and distribution.
 19. Al-Adwan, Zaid Suleiman, Al-Hawamdeh, Muhammad Fouad (2015). Teaching design between theory and practice. Amman: Dar Al Masirah.
 20. Fayed, Samia Al-Mohammadi (2021). The effectiveness of task-based learning strategy in developing divergent thinking in history among middle school students. Journal of the College of Education.
 21. Faeq, Hassan Aseel (2020). The effectiveness of the (PDEODE) strategy in acquiring historical concepts in the subject of history among fourth grade female students. University of Baghdad, Journal of the College of Education for Girls.
 22. Al-Falah, Fakhri Ali (2013). The effect of using the (PDEODE) strategy based on the principles of constructivist theory on the achievement of Jordanian basic stage students in chemistry and on improving their reflective thinking and performance skills. Unpublished PhD thesis, Faculty of Arts and Educational Studies, International Islamic Science University, Palestine.
 23. Qasim, Abdo Qasim (1989). The civilizational vision of history_ a reading in the history of the Arab historical heritage. 2nd floor, Cairo: Dar Al-Maarif.
 24. Qudah, Ahmed (2017). The impact of the six-learning strategy on the achievement of tenth grade students in mathematics and their attitudes towards it. Tishreen University Journal for Research and Scientific Studies. 39 (2), 189_ 211.
 25. Qatami, Youssef Mahmoud (2013). Cognitive Learning and Teaching Strategies, Amman: First Edition, Al Masirah Library for Publishing, Distribution and Printing.
 26. Qatami, Youssef Mahmoud (2013). Cognitive teaching and learning strategies. Amman: Dar Al Masirah and Publishing.
 27. Qatami, Yousef (2011). teaching models. Amman: Dar Wael for publication and distribution.
 28. Al-Laqani, Ahmed Al-Jamal Ali (1996). A Dictionary of Educational Terms and Knowledge in Curricula and Teaching Methods. Cairo, World of Books.
 29. Kamal, Mervat Mohamed (2017). The effect of using the Six Dimensions of Learning (PDEODE) strategy and writing for learning strategy on developing mathematical problem-solving skills, increasing motivation for achievement in mathematics, and maintaining the effect of learning among primary school students. Journal of Mathematics Education, Faculty of Education, Benha University, Vol. (20), p. (5).
 30. Muhammad, Ali (2005). The effectiveness of using some active learning strategies in teaching history to develop historical thinking skills and attitude towards material among secondary school students. Journal of the Educational Society for Social Studies, Issue (5) 122_151.
 31. Al-Mawajdeh, Rafid (2009). The extent to which history teachers know the skills of the historical method and the degree of their practice of it in Jordan and the building of a

- program for developing the skills of the historical method. Unpublished master's thesis, Amman Arab University, Jordan.
32. Costu, B.(2008). Learning Science through the PDEODE teaching strategy: Helping Students make sense of everyday situations. *Eurasia journal of mathematics, science and technology education*, 4 (1), 3-9.
 33. Demurcioglu, h.(2017). Effect of (pdeode) teaching stratagem on turkush students conceptual understanding particulate nature of matter *journal of edication and tranung studies*,5(7). 78_90.
 34. Farmer ,r. (1983). The benefits of historical study the social studies, vol 74,no.1.
 35. Newton,lynn d (2001).encouraging historical understanding in the primare classroom. *Evolution research in education*. Vo115, n3,pp110-118.
 36. Tala, Azhar, Abdel Moneim (2013). The function of brain hemispheres tendency towards material for middle school students, *Journal of*
 37. Terminko, john. *Introduction To TRIZ*. New York: St.Lucie Press using mental maps in developing historical thinking skills.